Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Henrietta Lacks Essay due Fri Jan 30**

In the Afterword, Skloot summarizes the main issues and legislation surrounding the collection and use of human tissue samples. Using her summary as an outline, examine the develop of laws concerning tissue research and **write a persuasive paper on the issue of whether or not people should be given legal ownership of, and/or control over, their tissues.** You must use at least three relevant pieces of textual evidence from *The Immortal Life of Henrietta Lacks*, or from other valid and related documents (see suggested list below), to support your argument.

Requirements:

1. A thesis statement, at least three (high school size) paragraphs to support your argument, and a conclusion that validates your thesis.
2. At least two typed pages, double-spaced. Does not include works cited list. Cannot use font larger than 12 pt Times New Roman.
3. All sources, including textbook, cited in paper and listed at end of paper.
   * Example of in text citation:
     + If mention Skloot’s name in text just put the page number in parentheses at the end of the sentence (259)
     + If don’t mention Skloot’s name in text put her name and page number in parenthesis at the end of the sentence (Skloot 259).
     + If quote someone other than Skloot: (qtd. in Skloot 259)
   * Example for “Works Cited” (at end of paper)

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Crown Publishing Group, 2010. Print.

Other possible sources (there are more, just a sample)

Federal Policy for the Protection of Human Subjects (aka Common Rule)

Health Insurance Portability and Accountability Act (HIPAA) of 1996

*Moore v. Regents of the University of California*

*Association for Molecular Pathology et. al. v. Myraid Genetics, Inc. et. al.*

*Havasupaid Tribe vs Arizona State University*

Persuasive Essay Rubric: Common Core for Reading and Writing Standards

# Exceeds Standard (3) Meets Standard (2) Almost to Standard (1) Below (0)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Thesis/Claim** | Thesis/Claim is precise, knowledgeable, significant, and distinguished from alternate or opposing claims | Thesis/Claim is precise and knowledgeable, and answers the prompt (W1) | Thesis/Claim may be unclear or irrelevant, and/or may not answer prompt | Thesis/Claim is missing |
| **Use of Evidence** | Develops the topic thoroughly by selecting the most significant and relevant facts, concrete details, quotations, or other information and examples from the text(s)  Skillfully integrates information into the text selectively to maintain the flow of ideas and advance the thesis | Develops the topic by selecting significant and relevant facts, concrete details, quotations, or other information and examples from the text(s) (W2)  Integrates information into the text selectively to maintain the flow of ideas and advance the thesis(W8) | Attempts to develop the topic using facts and other information, but evidence is inaccurate, irrelevant, and/or insufficient  Attempts to integrate information into the text selectively to maintain the flow of ideas and advance the thesis, but information is insufficient or irrelevant | Does not develop the topic by selecting information and examples from the text(s)  Does not integrate information from the text |
| **Use of Analysis** | Skillfully draws evidence from informational texts to support analysis and thesis/claim  Skillfully delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient | Draws evidence from informational texts to support analysis and thesis/claim (W9)  Delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient (R8) | Attempts to draw evidence from informational texts to support analysis and thesis/claim but evidence is insufficient and/or irrelevant  Attempts to delineate and evaluate the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient, but analysis is insufficient | Does not use evidence from the informational texts to support analysis and/or thesis/claim  Does not delineate or evaluate claims in text |
| **Organization,**  **Writing Style and Conventions** | Organization skillfully sequences the claim(s), counterclaims, reasons, and evidence.  Provides a concluding statement or section that skillfully follows from or supports the argument presented  Skillfully produces clear, coherent, sophisticated writing in which the development, organization, and style are appropriate to task, purpose, and audience | Organization logically sequences the claim(s), counterclaims, reasons, and evidence.  Provides a concluding statement or section that follows from or supports the argument presented  Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W4) | Attempts to create a logical organization, but may be missing some elements of the assignment, such as a counterclaim  Attempts to provide a concluding statement or section that follows from or supports the argument presented, but statement does not support thesis  Attempts to produce clear and coherent writing, but errors in conventions and writing style detract from understanding | Does not provide logical organization  Does not provide a concluding statement or section that follows from or supports the argument presented  Does not produce clear and coherent writing |

Score: \_\_\_\_\_\_\_\_\_\_/12\* Teacher notes and additional comments:

\* will be worth 24 pts in gb